Virginia Board of Education
Graduation and Dropout Committee
March 28, 2007
3 p.m. – 4:15 p.m.

James Monroe Building
22nd Floor – Jefferson Conference Room
Richmond, Virginia

Committee Members Present: Mr. Andrew J. Rotherham, Co-Chair; Dr. Ella P. Ward, Co-Chair; Dr. Mark E. Emblidge; Dr. Thomas M. Brewster; Mrs. Isis M. Castro; Dr. Billy K. Cannaday; Mr. David L. Johnson; Mr. Kelvin A. Moore; and Mrs. Eleanor B. Saslaw

Purpose of Meeting: To review effective intervention strategies that reduce the high school dropout rate and discuss potential policy implications at the state level.

Summary of Committee Meeting:

1. Welcome from Dr. Ella Ward

2. Statement of the purpose of the meeting by Mr. Andrew Rotherham

3. Presentation by Mr. Franklin P. Schargel, senior managing associate, The School Success Network, Albuquerque, New Mexico. (See attachment)

4. Questions for the speaker and discussion from Board members and Dr. Cannaday

5. Closing remarks by Dr. Ella Ward and Mr. Andrew Rotherham

Presentation to the Virginia Board of Education
Graduation and Dropout Committee
Franklin Schargel

Effective Strategies
- Early interventions
- Basic core strategies
- Instructional practices
- Making the most of community resources

If we want to decrease school, dropouts we must attack the root causes:
- Student
- Community
- Family
- School

Student Factors Contributing to Dropouts
- Poor attitude toward school
- Low self esteem
- Low ability level
- Attendance/truancy problems
- Behavior/discipline problems
- Pregnancy
- Drug/alcohol abuse
- Non-participation at school
- Friends who dropped out
- Illness
- Family problems

Community Factors Contributing to Dropouts
- Lack of community support services
- High crime rate
- Few links between school and community
- Lack of community financial support for schools

Family Factors Contributing to Dropouts
- Lack of parental involvement in school
- Low parental expectations
- Non-English speaking home
- Ineffective parenting
- Dysfunctional home life
- Abuse
- High mobility family
- Parents who dropped out of school

School Factors Contributing to Dropouts
- Negative school climate
- Disregard of individual learning styles
- Inconsistent discipline enforcement
- Lack of adequate counseling
- Lack of relevant curriculum
- Passive instructional techniques
- Poor use of technology
- High retention
- High suspension rates
- Low expectation of students
- Lack of language instruction for students from a non-English speaking home.

Early Interventions

Family Involvement
Effective Programs Use a Wide-Angle Approach With Children At-Risk
- Family members
- Employers
- Community agencies
- Educational system

Early Childhood Education
- Birth to 36 months - brain development
- Child care - develop readiness for school
- Grades 1-3 - key to academic achievement; base for career awareness

Reading and Writing Programs
Most Successful Programs
- Have a real-world application
- Develop communication skills
- Foster a love of reading
- Include computer skills
- Include math skills

Basic Core Strategies

Mentoring and Tutoring
Major Goals
- Academic achievement
- Career preparation
- Behavior modification
- Parenting skills
- Social enrichment

Service-Learning
    Importance
- Facilitates teaching and learning
- Integrates learning and service
- Requires collaboration with community
- Connects learning to life
- Develops sense of caring
- Fosters respect for self and others

Alternative Schooling
    Types
- School-within-a-school
- Residential
- Separate alternative
- College-based
- Magnet
- Charter

Out-of-School Experiences
    Components
- Academic - support/enrichment
- Recreational
- Cultural
- Social
- Career exploration

Instructional Practices

Professional Development
    Effective Programs
- Long-term, school-based
- Include demonstration, practice, and feedback
- Comprehensive staff involvement
- Sufficient time and resources

Multiple Intelligences/Learning Styles
    Basic Ideas of Learning Styles
- Nine intelligences
- Different processes of learning
- Students' preferred learning style
- Require different teaching methods

Instructional Technologies
    Benefits
- Addresses individual learning styles

- Provides active learning opportunities
- Promotes collaborative learning
- Improves students' attitudes
- Engages student interest
- Reduces inequities

Individualized Instruction
  Individualize Instruction for All Students
  - Modified case management—counseling and social services
  - Mentoring and tutoring
  - Instructional technology
  - Learning styles
  - Alternative schools

Making the Most of Community Resources

Community Collaboration
  Schools Cannot Do It Alone
  - Community agencies
  - Faith-based community
  - Business/Industry
  - Volunteers
  - Parents

Workforce Readiness and Career Education
  For All Students K-12
  - Is supportive, goal-oriented
  - Creates awareness of possibilities
  - Provides needed experiences
  - Develops work-place skills
  - Encourages positive habits

Violence Prevention
  Comprehensive Violence Prevention Includes:
  - Character education coupled with a discipline program
  - A conflict resolution curriculum
  - Anger management techniques
  - Peer mediation
  - A caring, cooperative, cohesive culture
  - A respect for diversity

Systemic Renewal
  - Policies
  - Processes
  - Practices

- Partners
- Pennies

Systemic Renewal
    Policies
- Goal directed
- Comprehensive
- Cohesive
- Inclusive
- Long-term
- Student oriented

Systemic Renewal
    Processes for Continuous Improvement
- Involving all stakeholders
- Shared decision-making
- Problem identification
- Resource allocation
- Program evaluation

Systemic Renewal
    Practices
- Shared leadership
- Relevant curriculum
- Innovative instruction
- Scheduling for just-in-time interventions
- School-wide/district-wide character and discipline programs

Systemic Renewal
    Partners
- Parents
- School councils
- Business collaborations
- Community agencies

Systemic Renewal
    Pennies
- Reallocation of resources
- Adequate funding
- Site-based management
- School size

The Puzzle
We can help all students graduate if we have all the puzzle pieces in place!

Career Technical Education: A New Opportunity

Career Technical Education
Engages Students
- Education through work - Student learns in a work-based setting
- Education about work - Student learns about the world of work
- Education for work- Student learns job-specific skills

School Reform Frameworks
    Supported by Perkins III
- Provide secondary and postsecondary connections
- Integrate academic and vocational curricula
- Promote student achievement with high standards
- Involve parents and employers
- Provide professional development for all school staff
- Expand the use of technology

Successful Frameworks
- High Schools That Work - Combines academic and vocational studies
- Career Academies - Integrates curriculum on a career theme with business partners

Successful Frameworks
- Career Pathways - Organizes curriculum around occupational clusters (16)
- Urban Learning Centers - Integrates curriculum and empowers staff with support services

Effects of Combining CTE and Whole-School Reform
- Increased curriculum integration
- Enhanced professional development
- Expanded use of computer technology
- Increased awareness of CTE by middle school students
- More multi-level leadership
- More informed choices about CTE by students

Align These Stars
- Kids with needs
- Schools seeking answers
- Businesses with employee needs
- Businesses with resources and opportunities
- Partnerships that work

CTE Has Solutions
A constellation that makes sense and dollars and cents

Effective Strategies for Educating Students in At-Risk Situations
- Prevention
- Intervention
- Mediation